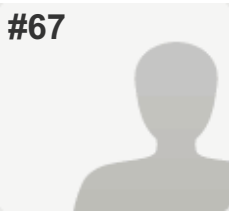


#67

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, June 28, 2016 11:27:07 AM**Last Modified:** Tuesday, June 28, 2016 11:50:04 AM**Time Spent:** 00:22:56**IP Address:** 96.31.30.65

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Q1: Name of School District:	Central Lyon
Q2: Name of Superintendent	David Ackerman
Q3: Person Completing this Report	David Ackerman

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Q4: 1a. Local TLC Goal

"Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. Retain effective teachers by providing enhanced career opportunities."

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This goal was mostly met. We have a certified staff of 64. One teacher retired and was replaced, and one teacher left after her first year with us to pursue other options out of the state. We consider this to be 98.5% retention rate. In the past three years, we have only had retirees leave the district and we anticipate this to be the continuing trend.

Q7: 2a. Local TLC Goal

Promote collaboration by developing and supporting opportunities for teachers to learn from each other.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

District Wide

Areas of Concern:

- Question #23: Follow-up on absenteeism and tardiness occurs in an orderly manner.
 - Importance is 3.85. Existence is 3.26. Differential of 0.59.
- Question #39: Classroom visits to observe instruction followed by productive feedback are done frequently by the instructional leaders.
 - Importance is 3.48. Existence is 2.93. Differential of 0.55
- Question #51: There is in-service training which focuses on the relationship between teacher expectation and student achievement.
 - Importance is 3.68. Existence is 3.11. Differential of 0.57.
- Question #54: There is an on-going program of staff development based on established needs for instructional improvement.
 - Importance is 3.81. Existence is 3.23. Differential of 0.59.
- Question #98: Parents provide support to the school on discipline.
 - Importance is 3.82. Existence is 3.18. Differential of 0.64.

Areas of Strength:

- Question #14: The school is a safe and secure place to work and learn.
 - Importance is 4.70. Existence is 4.56. Differential of 0.14.
- Question #79: There are opportunities for able students to accelerate their program and to participate in college level courses in high school.
 - Importance is 4.16. Existence is 4.51. Differential of -0.35.
- Question #81: All extracurricular activities are available to all students without discrimination.
 - Importance is 4.16. Existence is 4.75. Differential of -0.59.
- Question #89: The curriculum is approved by the district's board of education.
 - Importance is 3.84. Existence is 4.30. Differential of -0.46.
- Question #92: Parent-teacher conferences focus on factors directly related to student achievement.
 - Importance is 4.25. Existence is 4.41. Differential of -0.16.

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involved increased compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We were pleased that 16 veteran staff members filled 18 TLC positions which put them in position to improve their leadership opportunities and compensation. All 16 will return to their roles next year. This continuity will only continue to improve instruction.

Q13: 4a. Local TLC Goal

Improve student achievement by strengthening instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Fully Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our attendance rates of students is 96%

Our FAST testing indicated 96% of students stayed at or moved up in their benchmark screening from the beginning of the year to the end of the year. .

Our ACT scores composite is 23.5 which is 1.3 higher than the state average.

Our graduation rate was 98%.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

In the second year of implementation our TLC leaders will be taking a more active role in the district's professional development plan by leading professional development for the staff which may be eligible for license renewal credits. We intend to have PD for various levels and subjects led by the teacher experts which should cover nearly every staff member in some way.

The data indicated that staff were pleased with the assistance they were given and the professional human resources that were available to them due to TLC.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The STEM position utilization within our TLC grant grew steadily as the year went on. Classroom teachers collaborated with this person and STEM activities at all levels began to really be implemented where there were none before.

The early literacy specialists were highly valued by the lower elementary staff for their work with leading the staff and helping students improve in reading.

The district math coach has become very active in aligning our math curriculum K-12 to assure there are no gaps or redundancies.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.